ANALYSIS OF CURRICULUM 2013 IMPLEMENTED AT SEVEN GRADE OF SMP 2 BANDARLAMPUNG

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ABSTRACT

Tujuan penelitian ini adalah untuk menganalisis rencana pelaksanaan pembelajaran yang dibuat oleh guru bahasa inggris dan proses belajar berdasarkan kurikulum 2013. Penelitian ini adalah kualitatif. Sampel penelitian diambil dari kelas VII-12 dan 1 orang guru. Data diperoleh dengan observasi, rekaman video, RPP, kegiatan siswa, kegiatan guru, dan proses belajar mengajar. Peneliti menggunakan lembar observasi dalam menganalisis data yang dikumpulkan. Hasil penilitian menunjukkan bahwa, guru mengimplementasikan RPP dengan baik berdasarkan komponen pada penilaian RPP kurikulum 2013 yang dibuktikan dengan perolehan nilai 94.6. Semua komponen (25) tertulis lengkap yaitu (21) komponen mendapatkan nilai (3), (4) komponen memperoleh nilai (2). Selama pembelajaran, guru mengimplementasikan kurikulum 2013 menerapkan konsep pendekatan ilmiah ditunjukkan dengan perolehan nilai 90.9 yang dikategorikan sebagai proses belajar mengajar yang sangat baik, penilaian berdasarkan penilaian kurikulum 2013.

The aims of this study are to analyze lesson plan arranged by the English teacher from 25 components and the learning process in the implementation of 2013 curriculum. This research was qualitative method. The sample of the research was class VII-12 and one of the English teacher. Data were gained by observations and video recording. The researcher used observations sheet in analyzing the data collected. Result of the research shows that teacher implemented 2013 curriculum clearly based on components in 2013 curriculum proved by scored of the lesson plan 94.6. All components (25) completed, (21) components scored (3) as the maximum score and (4) components scored (2). During teaching learning, teacher also implemented 2013 curriculum with the concept of scientific approach, it shows by scored 90.9 and categorized as very good the teaching learning process all the scoring based on the assessment of the 2013 curriculum.

Keywords: 2013 curriculum, analysis implementation, english teaching

INTRODUCTION

Popham and Baker (1945) state that curriculum is courses, activities and experience which pupils have under direction of school whether in the class room or not. McNeil (2006) states that curriculum is the sum totals of schools efforts to influence learning, whether in the class room, on the play ground, or out of school. It means that curriculum as the master plans to influence learning to make the students are able to perform their abilities wherever they are.

According to Syaodih (2001), curriculum is a plan which is developed to facilitate the teaching learning process under the direction and guidance of a school, college or university and its staff member. So that, curriculum includes all of the planned activities that used for facilitator in the teaching learning process.

Miller and Saller (1985:13) state that implementation has been identified with instruction. In line with this, Saylor (1981:257) states that instruction is thus the implementation of the curriculum plan, usually, but not necessarily, involving teaching in the sense of student teacher interaction in an educational setting. The definition implies that the effort to achieve the curriculum from the documentary to the factual in the teaching learning process. Therefore, this research deals with the analysis of the implementation of curriculum 2013 in the seven grade of Junior High School (SMP). In this research, the researcher focus on the lesson plan and teaching learning process based on implementation of 2013 curriculum.

In line with the background of the study, there are two research questions:

1) Does the English teacher at SMP 2 Bandar Lampung design an English lesson plan based on curriculum 2013?

2) Is the teaching learning process at SMP 2 Bandar Lampung implemented based

   on curriculum 2013 ?

METHODS

In conducting this research, the researcher employed a qualitative method to conduct the research. Sugiyono (2011) states descriptive method is the method of the research that simply looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher saw. Through the method, the research drew lesson plan and the teacher's implementation of the curriculum 2013 in English teaching learning process. After that, the researcher deliberatery interpreted the implementation of the curriculum 2013 that consist of the lesson plan, students activities, teacher activities and teaching learning process. The research done to describe the process of lesson plan in the teaching learning process, and to describe process in the classroom

In collecting the data, the researcher used two kinds of instruments, there were observation and video recording. The data were found out from lesson plan, students' activity, teacher's activity, and teaching learning process based on the criteria in the 2013 curriculum. The procedures of the research were determining subject of research, doing observation, doing video recording, analyzing the lesson plan, student activity, and teacher activity and teaching learning process. In the validity of the data, the researcher empolyed triangulation, they were observations and video recording.

RESULTS AND DISCUSSION

   a. The Result Analysis of the Lesson Plan

Before the teaching learning process, the researcher analyzed the lesson plan made by the English teacher as the scoring criteria based on the observation checklist from Depdikbud**.** The teacher analyzed whether the lesson plan arranged by the English teacher based on curriculum 2013 or not. The researcher observed and took a note in analyzing of the lesson plan.

There are 25 components of the lesson plan:

    a. Lesson Identity.

    It contains several points, such as:

    1. Unity of education, class, semester, subject, theme of the learning and number of the meeting was written by the teacher.

    b. Formulation of the indicators.

    2. The indicators are arranged based on the core competencies and standards competencies.

    The first core competency respected and appreciated their religious. The second competency is attitude; the honesty, discipline, responsibility, tolerance, and self confidence to communicate effectively with the social and natural environment. The third competency is knowledge; understanding the knowledge (factual, conceptual and procedural) based on their curiosity about science, technology, arts, culture and phenomena in the reality. The fourth competency is experiment, processing, and presenting in the concrete (use, mention, arrange, modify, and create)

presenting the abstract (write, read, account, and draw) according to the material in the school.

The standard competencies are; Giving thanks to God, learning English as International language proved by the spirit in the learning process, showing their responsibility and teamwork in the functional communication, understanding social function, structure of the text, and language elements from descriptive text statement, questioning about describing people and animals in simple sentence. Understanding the oral and written descriptive text based on the social function, structure of the text and elements of the language correctly.

3. The indicators match with the operational verb.

   The indicators are;

   a. In the attitude aspect: the students are able to show their enthusiasm, apply their responsibility and show their teamwork.

   b. In the knowledge aspect: the students are able to compare the content and the topic, predict the correct grammar, identify the structure of the text, and tell their neatness of writing.

   c. In the Psychomotor aspect: the students are able to demonstrate the descriptive text correctly.

4. The indicators are in line with attitude, knowledge and psychomotor aspect.

c. Formulation of the learning objectives.

5. Learning objectives are arranged based on the process and achievements.

6. Learning objectives are arranged based on the standard competencies.

d. Learning material

7. Learning material is made based on the objectives of the learning.

8. Learning material is made based on the characteristic of the learners.

9. Learning material matched with the time allocation.

e. Source of learning

10. Source of learning are composed based on core competency and basic competency.

11. Source of learning is matching with learning material and scientific approach.

12. Source of learning are composed based on characteristic of the learners.

f. Media of the learning process

13. Media of the learning are matching with the learning objectives.

14. Media of the learning are appropriate with the material of the learning and scientific approach.

15. Media of the learning are based on characteristic of the learners.

g. Model of the learning

16. Model of the learning matched with learning objectives

17. Model of the learning matched with scientific approach.

h. Scenario of the learning

18. Appear pre-activity, while-activity and post-activity clearly

19. Scenario of the learning matched with the scientific approach.

20. Scenario of the learning matched with the material.

21. Scenario of the learning matched with the scientific approach.

i.   Scoring

22. Scoring matched with the technical and authentic assessment.

23. Scoring matched with the indicators.

24. Scoring matched with the answers.

25. Scoring matched with the criteria of the assessment.

$$Score = \frac{71}{75} \text{ x } 100\% = 94,6$$

(Very Good)

Based on the assessment of the lesson plan, the researcher states that the teacher had already created very good lesson plan. Because there were twenty five components in the lesson plan and the English teacher created it completely. Twenty one components scored three (maximum score) and four components scored two. There were the material of the learning, source of the learning, and model of the learning. In the material of the learning the teacher did not write and implemented it completely, the material of the learning was not completely suitable with the objectives of the learning because the lesson plan there was not objectives of the learning.

Time allocation was good, but in every activity there was not specific time. For example 10 minutes for pre-activity, 50 minutes for while-activity, and 20 minutes for past-activity. Source of the learning was good, it was more suitable with the characteristic of the learners. The model of the learning was suitable with

the objectives of the learning in implementing, but in the lesson plan there were not the objectives of the learning.

The teacher wrote lesson identity well and completely by stating the school, subject, class, semester, topic, meetings, and time allocation. It was very good lesson identity. In the formulation of the core competencies, basic competences, objectives of the learning and indicators the teacher wrote it well and it was suitable with the syllabus. The researcher observed the teacher's lesson plan in the second component was formulation of the indicators, the researcher appreciated that it was good indicators, because it was suitable with the core competence and basic competencies on syllabus.

The use of the operational word, the teacher used; complete the paragraph by using the suitable words in the box, matched the picture with the description give, chose one of the picture and describe it in four sentences. The operational word was suitable with the language competencies, they were; what the article, pronoun, adjectives, and simple present should be used by the students. The researcher stated that it was good operational word and also the indicators were suitable with attitude, knowledge and skills aspect. The teacher made the lesson plan without the objectives of the learning.

In the resource of the learning, the researcher stated that it was suitable with the core competences and basic competences. She put a book as the resource " When the English Rings the Bell". This lesson plan was made by the teacher especially in the resource of the learning, it was appropriate with the material of the learning and scientific approach in implementing 2013 curriculum. The researcher stated that it was very good resource of the learning. In the media of the learning it was

suitable with the material of the learning and use scientific approach and characteristic of the students. But in the lesson plan, there were not objectives of the lesson. Scenario of the learning, the researcher took a note in the lesson plan that the teacher wrote the scenario of the learning by inserting the pre-activity, while-activity and post activity clearly. The activities were suitable with scientific approach, systematically with the material, and it was appropriate with the time allocation. This research found that the lesson plan made by the English teacher was very good lesson plan by following the syllabus and the teacher implements it well, it was supported by Suparlan (2003) proposes lesson plan which is made to be as detailed as possible in accordance with the needs and demands with the previous syllabus

As mentioned before, one of characteristic of 2013 curriculum is " time allocation 2x40 minutes for Junior high School " practically, the teacher did not implements this characteristic since the teacher always spend less time about 2x35 minutes. However, Rusman (2012) found in his research that the effective of time allocation every meeting in teaching learning process at Junior High School is about 2x45 minutes to improve the quality of the teacher in teaching learning process.

Based on the observation, the researcher found that the components of the lesson plan made by the English teacher was in line with Permendikbud number 81A in 2013 lesson plan include: (1) school data, lesson, and class / semesters; (2) subject matter; (3) allocation of time; (4) learning objectives, KD and indicators of achievement of competencies; (5) learning materials; learning methods; (6) media,

tools and learning resources; (7) the steps of learning activities; and (8) assessment.

b. The Result Analysis for Student Activity

		Activeness	Attention	Team Work	Responsibility	Mean
	Total	75	77	61	75	72
	Mean	3,00	3,08	2,44	3,00	2,88
	Result	**Good**	**Good**	**Enough**	**Good**	**Good**

Based on the observation, the researcher stated that it was good students' activity, because of the total of the score from all of the students was seventy five (75), with mean was three point zero (3.00) and it was categorized as good students' activity in the activeness aspect. From the twenty five students only seven students who got score two and eleven students got score three, while in seven students got high score in the active aspect. The descriptions were; being active giving the opinion, questioning, doing the task well, and answering the question.

In the attention aspect, the researcher stated that it was categorized good students' activity because of the total of the score all of the students was seventy seven (77), with mean was three point zero eight (3.08). Five students gave full the attention, seventeen students got score three and two students who got score two because they did not pay attention clearly. As the consideration were: paying attention the teacher's explanation, showing the enthusiasm, interesting, and happiness in the teaching learning process.

Meanwhile in the team work it was categorized enough because of the total of the score all the students was sixty one (61), with mean was two point forty four (2.44). The description in the team work were; helping the other friends,

appreciating the other friends, having solidarity, and being active in group was the criteria for team work aspect. There were twelve students who got score three and thirteen students got score two, there were no students who got for both high and poor score.

The last was responsibility, the researcher stated that it was categorized as good because the total of the score from all of the students was seventy five (75), with mean was three points zero (3.00). The student's activity was important, there were four students who got high score (four), eighteen students got score three and only three students who got score two because of their lack of the responsibility.

Based on the research students' activity, the researcher observed the students' activity by seeing the activeness, the attention, team work and responsibility of the students through visual, oral, listening activities was all the activities in the process of teaching learning, students' activity always related to the problem of learning; writing, making a note, reading, remembering, exercising. In line with Hamalik (2001:172) classifies learning activity were: visual activity, oral, listening, writing, drawing, motor, mental and emotional activity. It could be proved by seeing that every groups, observed their picture given by teacher and they took a note for the important thing from the picture. To increase their understanding, the teacher gave them the exercises. They discussed very clearly and tried to associate all of their tasks.

c. **The Result for Teacher Activity**

$$Score = \frac{88}{84} \text{ x } 100\% = 88$$

According to the observation, the researcher stated that the teachers' activity was categorized good activity. In the pre-activity the teacher prepared clearly, so the researcher gave high score (four) because she explained the basic competence to the students and motivate them, related to the material with the previous material, she also tried to invite them to explain how to learn with the picture, how to analyze and explain how to make a summary from the picture.

In the while-activity she taught them very good and clear by asking them to make a group work, she had enthusiasm to guide them to solve what was in the picture. She gave motivation to the students to learn in group work, to be active, pay attention, and be responsible in the group work. In the post-activity, the teacher guided the students in order to make them can communicate with their friends in the group work and she invited them to solve the problem (picture) together. But in the time allocation she did not divide it clearly, in the teaching learning process they needed more time to associate and to network their lesson clearly. She was successful to invite the students to have enthusiasm in the teaching learning process.

d. **The Result for Teaching Learning Process Analysis**

$$Score = \frac{40}{44} \text{ x } 100\% = 90,9$$

Based on the observation, the researcher took notes in the teaching learning process, and it was categorized very good teaching learning process. Because before the teacher came to the class, she prepared the lesson plan very well but she did not create the objectives of the learning in her lesson plan although she

delivered it orally and implemented in her teaching learning by connecting the material to the previous material. She prepared the students physically and psychologically before starting the teaching learning process in the class and also she prepared the media to support the activity in the class such as hand book, picture, in focus, white board etc. But she did not prepare the setting of the learning.

The material of the learning was suitable with the objectives of the learning, but in the lesson plan the teacher did not deliver the objectives of the learning. During the teaching learning, she walked around the students to check their understanding, asking them every group and she gave the concentration to the students who got the difficulties. The teacher gave them the strength and gave them the example clearly. The media was used very well and effective. The teacher guided students during the teaching learning process.

The teacher had the task to provide knowledge, attitude, value and skills to the student during the teaching learning process. It could be said that teacher was able to influence the teaching learning.

In the teaching learning process, the teacher motivated students in order to make them interested in learning in the class. She explained the material of the learning by the group discussion and based on the scientific approach systematically. The teacher suggested them to observe the picture and encourage them to ask the question, and do the experiments. She invited them to make conclusions and ask them to communicate in front of class, all the activities were clearly.

The researcher found the teacher's activity in teaching learning was categorized very good teacher' activity. In the teaching learning process there was an

interaction between teacher and student were; pre-teaching, while teaching and post teaching by following the observation checklist from depdikbud,. It was supported by Sadiman (2000:98) divides into three stages ; Pre teaching, while-teaching and post-teaching.

Based on this research the researcher found that, the teacher implemented the all aspects of the teaching were; the teacher gave the motivations to the students, explained the way to learn through the picture, guided students to learn and discuss with their friends, gave exercises to the students in their group, evaluated the result of the group work, guided students to present the group discussion and guided them to make a summary. In line with Rusman (2012:59) some teachers' activities in the teaching learning process are;, set the time allocation with respect to the learning process, give the motivations for the students to grow a passion in learning, implement the discussion in the class, discussion is an appropriate thing to create the students' creative and productive, observe the students: teachers can know the student who needs more exercise, provide oral and written information with a simple and easy to understand by the students, give the problem, so that the students can solve the problem, ask the questions and provide the responses and use the media/property.

CONCLUSIONS

Referring to the discussion of the research findings, the researcher draws to these following conclusions:

1. In the lesson plan made the English teacher in class VII [12] at SMP N 2 Bandar Lampung, the teacher arranged very good lesson plan and it was appropriate with lesson plan in 2013 curriculum it proved by the score of it 94.6 all the

components (25) created completely. Twenty one (21) components got score three as the maximum score and four (4) components got score two.

2. During the teaching learning process, the teacher implemented the scientific approach based on 2013 It can be proved by in the student activity analyzes there are twenty five students got score 75, mean 3.00, the attention aspect score 77, mean 3.08. Score 61, mean 2.44 in team work meanwhile in the responsibility aspect score 75, and mean 3.00. Mean of the all aspects got total score 72, total mean 3.00 it classified good students activity. In the analysis of the teacher's activity got score 88 it was categorized good activity. In the teaching learning process got score 90.9 it was categorized very good teaching learning process, all the scoring is based on curriculum 2013 assessment by following the scientific approach were; observing, questioning, associating, experimenting and networking.

In reference to the conclusion above, some suggestions are given as follows:

1. In the lesson plan made by the English teacher, she must be set the objectives of the learning, and manage the time allocation.

2. The expected to the teacher, they were able to motivate the students in order to be excited learning English such as in the characteristic of curriculum 2013 teaching learning should be cheerful and friendly. for example, teacher must be find the material as interesting as possible by according to curriculum 2013.

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